

Special Provision Partnership



Head of School

Job Description

Purpose of the Post

Accountable to the Executive Principal, as Head of School you will have overall responsibility for the smooth day-to-day running of a Special Provision Partnership (SPP) area and overall responsibility for the quality of teaching and learning and pupils' achievement. As an experienced leader and academically minded individual you will work with the Executive Principal to shape the Partnership's vision. You will articulate high expectations, quality assure teaching and develop staff through high quality CPD and rigorous performance management. The appointment is subject to the current conditions of service for Head Teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

Specific roles include the following:

1. HoS - Greenacre
2. HoS - Springwell Learning Community
3. HoS - Joseph Norton Academy

Key Areas

In carrying out their duties the Head of School shall consult, when appropriate: the Executive Principal, members of the executive team, the Local Governing Body, the Trust, specific staff teams, the community, parents and carers.

Shaping the future

To work with the Executive Principal, Trust and Governing Body, to implement the strategic vision for the SPP within its community; and work with the above and Trust partners to analyse and plan for the future by:

- Contributing to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by pupils, preparing them for the opportunities, responsibilities and experiences of adult life
- Ensuring through day-to-day management that the vision for the SPP is clearly articulated, shared, understood and acted upon effectively by all
- Working with the Executive Principal and the SPP community to translate the vision into agreed objectives and operational plans which promote and sustain improvement
- Demonstrating the vision and values in everyday work and practice
- Ensuring through day-to-day operational management that all those involved in the SPP are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets that secure the success of the SPP
- Contributing to and, alongside the Executive Principal, implementing a strategic plan that takes account of the diversity, values, experience and aspirations of the SPP and the wider community
- Lead curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence
- Assist the Executive Principal to ensure that policies and practices take account of national, local and SPP data and inspection research findings
- Consistently through day-to-day management monitor, evaluate and review the effects of policies, priorities and targets of the SPP in practice and taking necessary action

Securing Accountability

To be accountable for the efficiency and effectiveness of the SPP to the Executive Principal, and to engage in the systematic and rigorous self-evaluation of the work of the SPP, collecting and using a rich set of data to understand the strengths and weaknesses of the SPP and combining the outcomes of regular SPP self-review with external evaluations in order to develop the SPP by:

- Fulfilling commitments arising from contractual accountability
- Working closely with the Executive Principal, Trust and Governing Body by providing information, objective advice and support that enables the SPP to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
- Contributing to the SPP ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes
- Reporting to the Executive Principal and Governing Body on the discharge of the functions and the affairs of the SPP
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines
- Using a range of evidence, including national data and the SPP's own performance data, to support, monitor, evaluate and improve aspects of SPP life, including challenging poor performance
- Maintain quality assurance systems, including SPP review, self-evaluation and performance management and presenting a coherent and accurate account of the SPP's performance to a range of audiences to enable them to play their part effectively
- Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the SPP's targets for improvement
- Taking a lead role in the performance management of Teachers at the SPP in consultation with the Executive Principal
- Providing information about the work and performance of staff where it is relevant to their future employment
- Reflecting on personal contribution to SPP achievements and take account of feedback from others

Strengthening Community

To recognise and take account of the richness and diversity of the SPP's communities; to contribute to a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities; and to listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils by:

- Contributing to a culture and curriculum that takes account of the richness and diversity of the SPP and the wider community
- Promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensuring learning experiences for pupils are linked into and integrated with the wider community
- Ensuring a range of community-based learning experiences
- Working in partnership to provide academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Contributing to the communication flow with the wider community to build upon all stakeholders' confidence and understanding of the SPP
- Identify and use opportunities to invite parents and carers, community figures, business or other organisations into the SPP to enhance and enrich the SPP and its value to the wider community
- Ensuring that the SPP promote effective links with the local community and continues the development of close liaison with other local primary and secondary schools
- Contributing to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operating and working with relevant agencies to protect and safeguard children
- Ensuring that the SPP offer appropriate extended services
- Co-operating and working with relevant agencies to secure the outcomes of Every Child Matters
- Maintaining a wholly inclusive environment whereby all children, including those with physical or learning difficulties, can be welcomed and supported appropriately

- Maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development

Managing the Organisation

To manage the day-to-day operation of the SPP to meet specific objectives. To work with the Executive Principal and contribute to the SPP's strategic plan, making professional, managerial and organisational decisions based on informed judgments; to sustain appropriate structures and systems, delegating management tasks and monitoring their implementation, and prioritising, planning and organising self and others; and to think creatively to anticipate and solve problems, by:

- Managing an organisational structure that reflects the values of the SPP, and enables the management systems, structures and processes to work effectively in line with legal requirements and Trust policies;
- Managing and organising the SPP environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the SPP and their facilities
- Managing the SPP's financial and human resources in keeping with financial regulations and Best Practice in order to ensure effectiveness and efficiency in achieving the educational goals and priorities of the SPP
- Working in partnership with the Executive Principal, to recruit, retain and deploy staff to achieve the vision and goals of the SPP
- Advising the Executive Principal on the performance and procedures to deal with the competence and capacity of staff
- Work with the Executive Principal on appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Making arrangements for the security and effective supervision of the SPP buildings, contents and grounds
- Undertaking responsibilities as defined in Health and Safety Policies and ensure that appropriate risk assessments are undertaken
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
- Undertaking responsibility for promoting and safeguarding the welfare of children and young persons
- Using a range of technologies effectively and efficiently to manage the SPP

Developing Self and Working with Others

To take the lead role within the SPP to motivate, support, challenge and develop individuals and teams; and to foster an open, fair, equitable culture, treating people with dignity and respect to create and maintain a positive SPP culture, by:

- Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils
- Work with the Executive Principal on planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service
- Maintaining a collaborative learning culture within the SPP
- Sustaining effective systems for staff induction, professional developments and the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement
- Ensuring that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and the Early Career Framework
- Regularly reviewing own practice, setting personal targets, and taking responsibility for own personal development in conjunction with the Executive Principal and participating in arrangements for performance management
- Challenging, influencing and motivating others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory
- Collaborating and networking with others beyond the SPP

Leading Learning and Teaching

To work with the Executive Principal, and to take the lead role within the SPP to secure and sustain effective teaching and learning throughout the SPP; and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement, by:

- Ensuring that all pupils receive a high quality education in a happy, stimulating, safe and healthy environment
- Ensuring a consistent and continuous SPP-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and setting aspirational targets for the whole learning community
- Implementing strategies that secure high standards of behaviour and attendance
- Determining, organising and implementing a diverse, flexible and purposeful curriculum that is relevant to pupils' needs and is supported by an effective assessment framework
- Implementing approaches that develop pupils' understanding of themselves as learners and motivate and support them to improve their learning
- Leading the implementation of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies to ensure that the highest standards of teaching and learning are maintained and that underperformance is challenged at all levels
- Giving and receiving effective feedback and acting to improve personal performance

This job description may be amended at any time in accordance with the needs of the SPP after discussion and appropriate consultation with the post holder.

Responsible to: Executive Principal

Employee Supervision: Leaders / Teachers / Support Staff

Knowledge, experience and skills:	E/D
E = Essential D = Desirable	
Experience	
1. Extensive experience within an appropriate setting, including working with children with a range of SEN needs.	E
2. Experience of leadership and management of staff at all levels.	E
3. Significant experience and knowledge of Team Teach legislation and practice.	E
4. Experience of implementing strategies to secure high standards of behaviour and attendance.	E
Knowledge	
5. Knowledge of statutory guidance related to Keeping Children Safe in Education.	E
6. Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of all children and young people.	E
7. Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working.	E

8. Extensive knowledge of safeguarding and working collaboratively with multi-disciplinary teams with a solution focussed approach. 9. Knowledge of financial regulations and effective budget monitoring. 10. Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation. 11. Knowledge of child development, attachment difficulties, trauma, ASD, ADHD, ODD.	E E E E
Skills 12. Ability to engage in high level strategy meetings with a range of partners. 13. Ability to relate work to the SPP's strategic vision and outcomes for children. 14. Ability to develop and implement effective plans that improve the outcomes for children. 15. Ability to use data effectively to monitor, evaluate and review decisions. 16. Ability to organise, lead and motivate staff and to challenge underperformance. 17. Ability to lead on curriculum development and innovation and to maximise the contribution of staff to improve the quality of education. 18. Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery. 19. Ability to develop and sustain effective systems for staff induction, performance development and managing staff performance. 20. Ability to deal with sensitive issues in a supportive and effective manner. 21. Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested. 22. Ability to maintain high levels of professional integrity and confidentiality. 23. Effective use of IT for monitoring and recording.	E E E E E E E E E E E E
Qualifications: 24. Qualified teacher status. 25. Degree (or equivalent). 26. Higher degree or postgraduate curriculum or leadership qualification. 27. Commitment to all CPD offered.	E E D E
Behaviours and expectations: All staff members are expected to adhere to and promote professional standards including the Trust and SPP's code of conduct and values.	
General: The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal and develop and promote high standards of professional conduct throughout the Partnership. You will be expected to carry out your duties in line with the SPP's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications. You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services. You will be expected to travel throughout the Borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to	

time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

12 February 2020